|  |  |  |
| --- | --- | --- |
| 105 minutes | |  |
|  | Math Learning Goals  Participants will:   * practice/enhance their descriptive feedback through examination of student work * be introduced to features of a learning wall, including an electronic version using Prezi (there may not be time for this). | Materials   * posted agenda and session goals * continue list of instructional strategies used |
|  | Intro  - we’ve just heard Chris talk about the power of effective descriptive feedback which asks the probing questions to help students move their thinking forward  - we know that not all feedback is of this type – some is primarily motivational, some is primarily evaluative, some is descriptive but just tells the student what to do to improve, and some is descriptive but asks the probing questions to help students move their thinking forward  - as you watch the following video clips, see if you can characterize the types of feedback from the various judges  Video Clip  - hand out worksheet on Feedback  - from Dancing With The Stars – best judges moments  - illustrates descriptive feedback that may or may not be helpful  <http://www.youtube.com/watch?v=dXTCGKkpWmU>  - from American Idol – Taylor Hicks’ audition – pos. and neg. feedback  <http://www.youtube.com/watch?v=KXOkNOoVFJM>  Individual – Small Group – Whole Group  Individually participants can jot down their ideas while watching video clips. Then share in small group. Then large group share with these guiding questions:  Is there any overlap among the types of feedback? How? Where?  Are certain types of feedback “better” than others? How? Why?  Are certain types of feedback more appropriate for certain types of tasks? Why?  Review Chris’ tips for giving effective feedback  - probably give an info sheet to be used as a guide when examining student work in next section? | Materials   * computer, projector * ppt of session * video clips from YouTube * worksheet on Feedback * maybe further info sheet on feedback |
| Minds On… |
| **Dancing With the Stars**  30 min. |
|  | Student Samples  - participants are familiar with the five questions from Breakout Session #2  - participants can group themselves by question number and then work in pairs on 2 or 3 samples  - participants can refer to info on feedback, as well as Shelley’s one page on meanings of fractions  Pairs 🡪 Write descriptive feedback for student samples (30 min.)  - cut and paste sample in middle of piece of chart paper  - write in 4 colours:   * + What the student knows (green)   + What knowledge/understanding seems fragile (orange)   + What questions you may ask the student to expose and evoke thinking (blue)   + What a descriptive feedback comment may look like on the student work based on the above thinking (black)   Small Group 🡪 Share (20 min.)  - participants can then share their descriptive feedback within the group of those working with the same question  Whole Group 🡪 Share, discuss (15 min.)  - large group share could focus on:   * Any insight from the task that you just did that you would like to share with the whole group? * How is this like something you have used in the classroom? particularly in relation to misconceptions with fraction concepts? | Materials   * student samples made up into 5 packages – 1 for each question * chart paper * markers in 4 colours – green, orange, blue, black * tape * scissors |
| Action! |
| **Student Samples**  65 min. |
|  | In these two breakout sessions today, we’ve looked at ways to help students move forward in their learning. In Chris’ plenary, she talked about questioning, listening, and responding to students. In our first breakout we focussed on the questioning and the listening. In this breakout we focussed on the responding in the form of effective descriptive feedback. We also presented the idea of a learning wall as a further tool to help students move forward in their thinking.  Take a minute and think of one thought, or idea, or comment, from either the plenary or the breakout sessions today, that caught your attention.  - Jot down on an exit card.  - Ask 3 or 4 of you share this with the group. | Materials   * exit cards |
| Consolidate Debrief  10 min. |
|  |
|  | Home Activity or Further Classroom Consolidation |  |